**The Secret a Wiki Discussion**   
**(this lesson focuses on the reading for the week not the other skills addressed in the Literature class for the week)**  
  
**Prior Requirements**- Students must have access to the internet in their home or use the computer lab after school. Read the story “The Secret” by Arthur C. Clarke in their literature books. The students must be able to type a specified address into the web browser and have been invited to the ImmanuelLoveland wiki at Wikispaces.com. Students are already trained in the proper and thought productive way to respond to posts that they agree or disagree with.  
  
**Learning Objectives**-  
The student will be able to share their reasoning for their choice in action as the reporter from the short story “The Secret” by Arthur C. Clarke.  
The student will be able to on the wiki, respond appropriately to a student that agrees with and doesn’t agree with their point of view.  
The student will be able to share their reasoning of staying with their choice or changing it after reading further information provided by the teacher.  
  
**Assessment of Student Learning-**   
All objectives will be assessed through there responses on the wiki and one document  
Response #1 - Topic sentence supports reasons given, conclusion sentence - 25 pts.  
Response #2 -A - Respectfully disagrees with a specific point and gives evidence why 20 pts.  
B - Agrees and adds more thoughts to the comment - 10 pts.  
Response #3 - Further supports their original thought and tells why the additional information doesn’t sway their original decision - 20 pts.  
OR  
Gives specific examples from the additional information that changed their way of thinking 20 pts.  
Google Docs response to the teacher – Critically anaylizes several answers and how well the answers are support and critically anylizes why the aregument is well supported. Do this for both sides of the argument 40 pts.  
  
**Rationale**- Responding to the story using a wiki allows students to have time to collect and organize their thoughts and opinions of what they would do in this situation. Then reevaluate their reasoning when new information is introduced.  
  
**Materials and Equipment** -  
Story “The Secret” by Arthur C. Clarke  
Access to computer lab or laptop cart, one for each student.   
Access to ImmanuelLoveland wiki.  
  
**Procedure**-  
Day 1  
Review vocabulary for the story  
As a class read “The Secret” by Arthur C. Clarke   
Assign wiki response one for homework  
1 - In “The Secret” by Arthur C. Clarke, Henry Cooper, the reporter discovers that the people living on Earth are not aware of what is really happening on the moon. Dr. Hastings points out that if the people of Earth did find out there could be serious ramifications. What would you do if you were Henry Cooper? Why? (Seven or more sentences)   
Day2.   
Next day, review how to appropriately respond to other’s posts, remind them that these expectations are linked on the wiki too.  
Homework- assign the students to respond to one person that agrees with their view and one that does not.  
Day 3   
Next day, present the Society of Professional Journalism Code of Ethics discuss as a class.  
<http://www.spj.org/ethicscode.asp>  
Present five points in history and different cultures that suppressed others to live in living conditions that were less desirable and the rebellion, war, and deaths that followed.  
<http://history.cultural-china.com/en/34History2311.html>  
<http://www.spartacus.schoolnet.co.uk/2WWwarsawU.htm>  
<http://www.globalsecurity.org/military/world/war/naxalite.htm>  
<http://www.lancerpublishers.com/catalog/product_info.php?products_id=963>  
<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>  
Discuss as a class.  
For homework, assign the people who wouldn’t report to discussion 3 A and those would report to discussion 3 B on the wiki.  
3 A - If you wouldn’t report the findings read this and answers the question in three or more sentences>   
The Preamble of the Society of Professional Journalism Code of Ethics states . . .”public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues . . . strive to serve the public with thoroughness and honesty.”  
Later in this code of ethics it states that it is the journalist’s job to “Seek Truth and  
Report It” And adds these details:   
— Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.  
— Examine their own cultural values and avoid imposing those values on others.  
— Support the open exchange of views, even views they find repugnant.  
— Give voice to the voiceless; official and unofficial sources of information can be equally valid.  
Does this code of ethics change your mind about your answer from yesterday if yes, why? If no, why?  
  
3 B - If you would report the findings, read this and then answer the question in three or more sentences>  
In the story Dr. Hastings explains that living on the moon allows humans to live at least 200 years and that on Earth this can’t happen because of Earth’s gravity and those who live on Earth are “. . . packing all the continents to the edges . . . crowding over into the sea beds.” However, as discussed in class, history has shown that people of all races, religion, economic level; who are aware that they are living in conditions that are less desirable and are forced to stay there can cause violence. (Examples from An Shi Rebellion in China 756-763, Naxalite-Maoist insurgency in India 1967-present, Warsaw Ghetto Uprising 1943, Apartheid in South Africa 1948, Nez Pierce refusal to go to reservation 1877)   
Does the possibility of riots, rebellion, war and the many deaths that will occur during these events cause you to change your mind about your answer from yesterday? If yes, why? If no, why?   
Day 4  
Assign students to read 3 posts on each of the last questions (3A and B). and on Google Docs write a brief summary of the arguments that support their side the best and why they belive it is a well supported argument for that side. Each student needs to do this for both sides of the argument; for and against. Then share the final product with the teacher.